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THE EXTENT OF SCHOLARSHIP REQUISITE AS A FOUNDATION FOR NORMAL TRAINING.

A PAPER READ BEFORE THE "STATE TEACHERS' ASSOCIATION," BY THOMAS HUNTER, PRESIDENT OF THE NORMAL COLLEGE.

I approach the subject of Normal Training with profound diffidence. After an experience of a quarter of a century as a teacher and a teacher of teachers, I feel as if I were still groping my way out of darkness into twilight. In looking back over this long period, I can see many mistakes, many blunders, a great waste of time and strength which might have been avoided, had I received a special training for my profession, similar to that of the lawyer or the physician. Since the work of the teacher is intangible and spiritual, perhaps uncertainty of plan and method is inevitable. Workers on material things have always the evidence of their senses to point out errors as they occur; these errors can be corrected on the spot; but the teacher may not be able to discover his mistakes until long afterwards; until it is too late to effect a remedy. In no other profession or calling is so much left to natural aptitude, and so little attention given to careful training. Even the man who makes a coat must serve a long apprenticeship, before he is entrusted with the cutting of cloth. But the man who moulds the human mind for time and eternity may know little or nothing of the mind itself, and may blunder for years and be utterly ignorant of the fact. But these are truisms with which you are all familiar. Turn we to something more practical.

The great need of the teachers' profession to-day is a standard authority on teaching. True, we have here and there creditable works on "Object Teaching," on "School Government," on "Pedagogy," &c., &c. "Of the making of books there is no end." And it is only fair to say that some of these books have accomplished a great deal of good. But even the best of them are incomplete. For example, one class of them ignores every faculty of the mind except perception; another gives the results of long experience, and instructs young teachers how to organize and govern classes and school. All this may be very well as far as it goes, yet it is safe to say that the teacher has no standard authority to study as a guide; that he has no pilot to steer him through the rocks, shoals and quicksands of a difficult undertaking. The physician, the lawyer, the soldier, the sailor, the political economist, the clergyman—nay, even the very cook, has his standard authority, universally accepted; but the teacher whose vocation is more important than that of any of them, is left without chart or compass.

As alchemy was the precursor of chemistry, and astrology of astronomy, so the empirical teaching of the present is only the forerunner of the scientific teaching of the future. Descartes gave a marvellous impetus

to the correct study of the operations of the human mind when he endeavored to construct a system of mental philosophy based upon certain axiomatic truths. "I think, therefore I exist," "Out of nothing nothing can come," were just as universally admitted as the axioms of geometry. Though the great Frenchman made many mistakes, inseparable from the period in which he lived, he began his work in the right way, and hewed out a pathway for Locke and his successors. Prior to the discovery of the circulation of the blood by Harvey, medical knowledge was empirical of necessity; since then it has been reduced to a science. The question before us is, How is teaching to be reduced to a science? The problem is difficult of solution. It is so hard to comprehend the operation of mind working on mind. The profession of teaching is behind the other professions, because the Swards and the Everetts abandon it, and seek wealth and glory in law and statesmanship. Able men as a rule do not remain teachers, and hence the tendency to lower the teacher's calling. When some great man appears who will produce a standard authority on the science of teaching, the world will hail him as a benefactor of the human race, second to none since the inventor of printing. The incomplete and empirical books on teaching will disappear, and instead thereof we shall have a work based on pure science. In thinking about this problem and fully realizing my utter inability to grapple with it, I fancied in a vague way that the man who will write such a book as that which I have above indicated must commence, as Descartes did, with universal truths. For example:—

- 1.—The natural law of a child's being is activity,—physical activity, mental activity, moral activity.
- 2.—Inactivity is disease.
- 3.—The Constructive and Destructive powers of the mind are co-relative.
- 4.—The true order of education is, first the Will, second the Moral Sense, third the Intellect.
- 5.—The underlying motive of all human action is the pursuit of happiness, the avoidance to pain.
- 6.—There is an hereditary tendency to certain virtues and vices.
- 7.—There is an hereditary tendency to certain capacities and aptitudes.
- 8.—Human beings may be classified according to temperament.
- 9.—Ideas of right and wrong, of good and evil arise solely from experience and education.

Of course, it may be denied that all of the above are axiomatic. Still the vast majority of teachers will admit that they are self-evident truths. Take the first of these, "The natural law of a child's being is activity." Would not a thorough comprehension of this law lead to the establishment of the Kindergarten as an essential requisite for the primary training of children. Would not all teachers see clearly that the repression and

horrid stillness required in many schools are at war with physical, moral and intellectual growth? Would not games, drawing, music, construction and physical exercise go hand in hand with reading, spelling, writing and arithmetic? The very activity which many teachers endeavor to crush out by their so-called "discipline" is the first and best sign of the child's excellent health. When the child becomes inactive, straightway send for a physician, for this inactivity is unnatural and a sure indication that something is wrong. And so we might discuss the other axioms of education, and finally construct a superstructure which would be a certain guide or authority for all young persons studying the profession of teaching. Inductively, general truths could be established which would receive universal sanction, and from these, deductively, particular truths which would be applicable to all classes of teachers. Such a book as a standard authority in all Normal Schools would lead to unity of plan and method among teachers and elevate teaching to the rank of a learned profession. But first of all when feasible we should insist that no person should be permitted to teach without the diploma of some Normal Institution.

On the whole the one hundred and twenty-four (124) normal schools in the United States have achieved, under the circumstances, all that could have been reasonably expected of them. They have had a hard fight. Often inadequately endowed and poorly equipped they have been compelled to struggle for existence. Everywhere old Dryasdust, the narrow, ignorant, bigoted conservative, have sought to suppress them. With his thin squeak he has cried out "We got as good teachers in the olden time as we get now from their new-fangled normal schools." The puritans of old, ploughed with their guns strapped to their shoulders; the workers in the normal schools have been compelled to produce good teachers and at the same time to ward off the assaults of their enemies. These enemies have been emboldened in their opposition by the fact that the advocates and managers of the normal schools have not been able to agree upon a uniform plan of organization. Some years ago when visiting the normal schools in different parts of the country, I was struck with the great diversity of opinion that prevailed among the principals themselves in relation to the best method of producing superior teachers for the common schools. One gentleman informed me that "the best normal instruction was the example of a good teacher before his class;" another said he "had no faith in object teaching;" another that "a training school was of little use." One complained of "too much theory and too little practice;" another of too much practice and too little theory." And unfortunately I found one or two who had special hobbies to ride. Of course, we must expect difference of opinion in non-essentials; but here was radical difference of opinion in essentials

which were vital. On one point nearly all of them agreed, and that was that the standard of scholarship at the time of entering the normal schools was too low. They stated that they were compelled to devote so much time to elementary instruction, that it was extremely difficult to find the necessary time for theory and practice. Then why not demand a higher standard of scholarship for admission? The answer to this query was simple enough. "A young lady with sufficient education to pass such an examination could always obtain a position, at a fair salary, in any part of the State."

A young man does not think of studying law or medicine without the strong foundation of a good education to start with. Nine out of ten of all the lawyers and physicians, who have made any mark in the world, commenced their professional studies after graduation from college. Until the profession of teaching is treated in a similar manner; until young men and young women obtain a superior education before they commence the study of pedagogy, we shall never be able to make the normal system popular and efficient. The curse of the system to-day is the slender foundation on which we seek to build. Perhaps we might learn a lesson from our British brethren on the other side of the Atlantic. The extension of the franchise revealed to the governing classes in England the terrible danger to the stability of their empire of placing a ballot in the hand of an ignorant man. It was a thunderbolt in the hand of a child. They found that the primer and the ballot must go together; and straightway, like wise men, they went, to work to organize schools, not only common schools but normal schools. At present they have forty-eight normal colleges. At first they picked out the brightest of the parish teachers, sent them for a year or two to these colleges, and as the young men manifested ability they were placed in charge of their model schools. They found perfect order, perfect discipline, perfect drill; the questions and answers were perfect, prompt, quick, alert, everything was perfect—indeed, too perfect. It was a pleasure to take visitors into their rooms. But when the inspectors themselves came to examine they found one little thing wanting; THEY FOUND THESE PUPILS INCAPABLE OF THINKING. Order, drill, discipline, movement, marching, all in perfection; but no power to think, to reason, to judge.—Here was the mechanical teacher in perfection. Here was the man of quick perception, vigorous action, strong will, who for want of intellectual culture grew into a sort of drill-sergeant instead of into a logical, professional teacher. These ruling classes in Britain have a summary method of dealing in such cases. They very quickly discovered their mistake and applied the proper remedy. Instead of going to the parish schools for the half educated youths who developed with wonderful rapidity into drill sergeants, they went to the great universities and selected some of the ablest graduates; held

out sufficient inducements to them; placed them in the normal colleges for a short period and then gave them charge of their model schools. At first the inspectors were disappointed. The perfection of order, drill and discipline were gone. It was no longer a pleasure to introduce visitors. When they entered the class-room they found a boy laboring in the throes of an answer requiring thought. They found the teacher slow, patient, pains-taking, giving the pupil ample time to wriggle out his thoughts. School boards do not like to remain very long in the rooms of teachers of this sort. BUT WHEN THE TIME CAME FOR THE INSPECTORS TO EXAMINE THEY FOUND SCHOLARS WHO COULD THINK AND REASON. Here was the true professional teacher who educated his pupils, whose system extracted thoughts and reasons, who brought the resource of a thoroughly cultivated mind to bear upon his work; and this work was done silently and effectively.

The English government inspectors found that superior scholarship with but a short period of time in the training college was preferable to several years of practice based upon inferior scholarship. If some of our own normal graduates have not always fulfilled the expectations of their friends, it will be found on investigation that the real cause of their short-comings was the lack of resources, consequent upon an imperfect preliminary education. What then is the true basis for normal training?

1.—A nice, accurate knowledge of the common school subjects of study, which include reading, spelling, writing, arithmetic, thoroughly completed, English grammar and English composition, geography of the world, history, ancient and modern, together with a more minute knowledge of the United States history.

2.—A thorough knowledge of algebra, three quadratic equations, of plane and solid geometry, and of plane and spherical trigonometry.

3.—A fair knowledge of astronomy, of natural philosophy and of physiology.

4.—A fair knowledge of Latin, of French or of German.

5.—A careful previous training in intellectual and moral philosophy and in English and American literature.

6.—An empirical knowledge of the so-called natural sciences—obtained chiefly through oral instruction without text-books

A good examination in the common school subjects of study, the pure mathematics, and astronomy and physics, designated 1, 2 and 3 in this arrangement, should be made obligatory on all candidates for admission to normal schools. Bain says the basis of every aptitude is formed before fifteen, and that no purely subjective study should be begun before that age. After admission to the normal course, which should never be less than four years, the subjects mentioned in 4, 5 and 6 should be commenced: Latin, or French or German for the purpose of cultivating judgment; intellectual and moral philosophy for the purpose of cultivating reflection, introspection, common sense and simple justice; English and American literature for the purpose of properly supplementing English and American history and of supplying the teacher with facts and resources; and the natural sciences for the purpose of making the teacher intelligent upon many subjects, often alluded to in the ordinary instruction of a common school class.

No lesson or lecture in methods should be permitted until the pupil teacher has passed an examination in the elements of mental science; nor should practice in the training school be allowed until considerable progress has been made in the theory of education. This practice to be useful should always be under the careful supervision and criticism of a competent teacher.

Complaint has been made from time to time about the cast iron rigidity of many of the normal-graduate teachers. It is

asserted that they are frequently deficient in resources. Complaint has also been made that some of them are poor disciplinarians. Similar complaints are made about physicians, lawyers and divines. The diploma of the college does not warrant professional success; it only makes professional success attainable. We can not guarantee that the holder of a normal school diploma must necessarily become an able teacher. Many disturbing elements must be considered; ill health, indolence, lack of enthusiasm, often cause the brightest graduates to sink into the most indifferent teachers. As regards what is called "discipline," or better, the power to govern classes, it is doubtful if it can be imparted. It is, to a great extent, a natural gift. It may be cultivated by study and practice. But the veriest tyro endowed with a subtle something, call it what you please, will often command fifty children much more effectively than a highly cultivated teacher of many years' experience. Perhaps the best order is that obtained by the close attention given to an interesting lesson. Teachers lacking the natural power to control numbers should carefully study such methods as will arrest the attention, and arouse the interest of their pupils.

In conclusion I would recommend to my fellow-workers in the field of normal instruction the following:—

First. To agitate for a State law to compel all teachers in the future to obtain licenses from the normal schools; or, in other words, to make the faculties of the normal schools the State examiners.

Second. To insist upon a higher standard of scholarship for admission to the normal schools, and upon a higher standard at the time of graduation—to agitate for a four years' course of study.

Third. To insist that methods of Teaching and Practice in training schools shall be based upon a broader standard of education.

With these three points enforced the normal schools would receive such a vigorous impetus, and achieve such results for the country that their enemies would soon cease to revile; and the hearts of their friends who have sustained them through good and evil reports would be filled with joy and exultation.

FRIEDRICH FRÖBEL.

(Concluded.)

In the little town of Blankenburg, in Thuringia, charmingly situated near Rudolstadt, and not far distant from Keilhau, a house was rented in order to test practically Fröbel's new conceptions. Children came in, whom Fröbel taught, while he continued to edit the *Sonntagsblatt*, which bore his motto: "Kommt, laßt uns unsern Kindern leben!" (Come, let us live for our children!) The "gifts" and occupations were for the first time explained, together with other important matter, and the *Sonntagsblatt* must, therefore, be considered "classical" in kindergarten literature.

During the summer vacation of 1838 Barop and Frankenberg, with a party of pupils from Keilhau, made a journey which they extended as far as Dresden, for the purpose of making Fröbel's ideas known. Each one had a box of Fröbel's first four gifts in his knapsack, which they exhibited and explained to teachers and others interested. Dr. Peters, professor of mathematics in Dresden, whom they visited and to whom they showed the "gifts" practically by making his two little girls use them, was so charmed that he made Frankenberg promise to come back to Dresden and establish a kindergarten. They also visited Leipzig, where the *Sonntagsblatt* was published, and gained adherents. While at Blankenburg, many persons of distinction who had heard of Fröbel came to visit him, but at this early stage it was difficult for him to make his ideas understood. In 1839 Fröbel went again to Dresden with Middendorff and Frankenberg, and gave a lecture in which

he explained the principles on which his educational system was based, and the means he employed to attain his ends. The Queen of Saxony and other distinguished persons were present and listened with great interest to his lecture, while some of the first families combined to get the government to allow A. Frankenberg to establish such a "play school" according to Fröbel's idea, to which they were ready to send their children.—Fröbel went from Dresden to Leipzig, where he also gave several lectures and gained more ground for his ideas. Scarcely had he returned from this journey, when a great misfortune befell him. His gifted and devoted wife, Henriette Wilhelmine, whose health had been failing for a long time, died May 13, 1839. Many lovely songs in his plays for children owe their origin to her. After her death the friends induced Fröbel to come to Keilhau for a while for rest and recreation. He would not rest long, however, and in occupation and working for the good of humanity he sought to live down his sorrow. He resumed his activity in Blankenburg where he also began to instruct young men and young girls in connection with his "nursery for children," as his new creation was called, which had as yet no true name.

One afternoon Fröbel went, with Barop and Middendorff, from Keilhau to Blankenburg seemingly much absorbed in his own thoughts. All at once, while going over a hill, he stopped, looked down into the lovely valley, where the picturesque little town of Blankenburg lay at its feet, a rapt expression shone in his eyes, and he called out, "Eureka! 'Kindergarten' shall be the name!" Often before he had said, "If I could but give a name to my youngest child!"

In the year 1843 Fröbel published his book for mothers, *Mutter-und Kindlieder* ("Mothers' Cossing Songs") with etchings and music. He intended this book for use in families and nurseries, because he despaired more and more of making himself and his ideas understood by men, and therefore turned to women, in whose hands the earliest education of children rests from the nature of the case, and who he thought, would by their affections get at a better understanding of his ideas and aims, than men by their intellect merely. The course of the training school of the years 1846-1847 was very satisfactory to Fröbel, as well as that of the winter of 1847-1848, for many gifted and enthusiastic young girls took part in it. In the fall of 1848 he removed his training class to Liebenstein, a village in the duchy of Meiningen.

It was here that he made the acquaintance of the Baroness von Marenholtz-Bulow, as well as of Diesterweg, and many other distinguished persons. The first meeting of the Baroness with Fröbel she has described in her "Reminiscences of Fröbel," from which we quote:

"In the year 1849, at the end of May, I arrived at the baths of Liebenstein, and took up my abode in the same house as in the previous year. After the usual salutations, my landlady, in answer to my inquiry for what was going on, told me that, a few weeks before, a man had settled down on a small farm near the Springs, who danced and played with the village children, and therefore went by the name of 'alter narr' (natural fool). Some days after I met, on my walk, this so-called natural fool—a tall, spare man, with long gray hair, was leading a troop of village children, between the ages of three and eight, most of them barefooted and but scantily clothed, who marched two and two up a hill, where, having marshaled them for a play, he sang with them a song belonging to it. The loving patience and abandon with which he did this, the whole bearing of the man, while the children played under his watchful care, were so affecting to behold, that tears stood in my companion's eyes as well as in my own; and I said to her, 'This man is called a 'natural fool' by these people; perhaps he is one of those ra

who, in their lifetime, are ridiculed and stoned by contemporaries, but to whom future generations build monuments."

"The play being ended, I approached the man with the words, 'You are interested, I see, in the education of the people.' "Yes," said he, fixing kind, friendly eyes upon me, "it is that which is most needed at this crisis." I said, "Unless the people are other than they are, all the splendid ideals that we are building in the present for the future are vain; they cannot be realized." "That is true," he replied; but the other people will not come unless we raise them. Therefore we must be busy with the children." "But where shall the right education come from?" I asked, "What is called education seems mostly sin and folly, putting human nature into the straight jacket of conventional prejudices and unnatural laws, cramming the mere brain with what stifles all healthy germs." "Well, perhaps I have found some thing that may prevent this, and make untrammelled development possible. Will you," he continued, "come with me and visit my institution? We will then speak more freely and understand each other better."

"I was more than willing; and he led the way to a country house, which stood in the midst of a large yard, surrounded by out-houses. He had rented this place to educate a class of girls (one was his niece, Henriette Breymann) to become kindergartners. In a spacious room, in the midst of which stood a large table he introduced me to his scholars, and told me the different duties assigned to each in the housekeeping. He then opened a closet containing his gifts and occupation materials, explaining the use of each, which at the moment gave me very little light on his method. But I retained the memory of one sentence, never to be forgotten: "Man is a creative being."

"The man, his individuality, and his manner, made the most profound impression upon me. I knew that I had found a true man, with an original, unequivocal nature. All this while I had not known his name; but when one of his pupils called him Mr. Fröbel, I remember having once heard of a man of the name who "was attempting to educate by playing," and how ridiculous it had seemed to me then; for I had only thought of empty play, overlooking the "deep meaning" that "often lies in childish play."

"On the first day of our acquaintance he invited me to be present, while he was instructing his classes, whenever I wished to be, and I availed myself of the opportunity. The fire with which Fröbel uttered and illustrated his views gave to them a peculiar stamp; and the deep conviction with which he demonstrated their truth was sometimes overpowering and sublime. He became another person when his genius came upon him; the stream of his words then poured forth in a fervid torrent. It often came unexpectedly and on slight occasions; as when, in our walk, the contemplation of a stone or plant in our path led to great outbursts upon the universal. The groundwork of all his discourses was always his theory of development—the law common to all material nature, applied to the nature of man (contrasts and their connection.)

"One needed to see Fröbel with his class in order to know his genius for demonstration—no one could avoid receiving the deepest impression who saw him in that circle of young maidens teaching with that enthusiasm which only an overwhelming conviction lends to the truth announced; with that love for his subject which communicated his enthusiasm to his hearers, and that patience which could not be wearied down.

From that time forward, the Baroness' intercourse with Fröbel, either personally or by correspondence, never ceased. Of all his friends none had penetrated more deeply into his thoughts; she made them her own, reproduced them as it were in perfected form, and expressed them in language clearer than Fröbel had at command. Through her ge

nias, her social position, her enthusiasm, her devotion, and her perseverance, she has done more than any other to interpret Froebel. As a true apostle, her humanitarian and cosmopolitan spirit has induced her to visit foreign lands, for the purpose of disseminating Froebel's ideas, as she fully recognized their universal character. She went to France, Belgium, Holland, Switzerland, England and Italy, and succeeded everywhere in awakening an interest and seeing kindergartens established.

In 1850 Froebel returned to Liebenstein, and the Duke of Schwarzburg-Rudolstadt, at the solicitation of the Baroness Marenholtz, gave him the chateau Marienthal, near Liebenstein, to use for his kindergarten and training class.

In the spring of 1851 he married a very worthy lady, Louise Levin. But his happiness was soon disturbed by a decree of the Prussian Government, based on a total misapprehension, which interdicted the establishment of public kindergartens as dangerous to society. It was evident that Friedrich Froebel had been mistaken for his nephew Karl Froebel, who had, a short time before, written a pamphlet thought to contain democratic and socialistic ideas. Although the mistake was soon explained and the harmlessness of Froebel's kindergartens made evident, the Minister of Public Instruction and the government refused to annul the decree, and only private kindergartens were tolerated, notwithstanding strenuous efforts of the Baroness Marenholtz and other friends.

Froebel passed the last years of his life under a cloud, and did not live to see this unjust decree revoked, which event only took place in 1886 through the most strenuous efforts of the Baroness Marenholtz.

About April, 1852, he also accepted an invitation to be present at a teachers' convention at Gotha, and when he entered, the whole assembly rose to do him honor, which cheered him somewhat. After his return, his strength gradually failed, and from June 6th he was confined to his bed and began to feel that his end was drawing near. On June 17th, Middendorff arrived from Hamburg, as he was told to hasten, if he wanted to see his friend once more. Froebel's last days were peaceful and happy in religious contemplations. Middendorff said of him, "It is evident that Christianity is the root from which his life proceedeth." June 21st Froebel quietly breathed his last, falling asleep like an infant. His wife, Middendorff, and Mrs. Marquart stood at the bedside. His remains were buried at Schweina, near Marienthal, June 24. His tombstone, designed by Middendorff, consists of his "second gift," cube, cylinder and sphere; on the cube forming the pedestal, his motto, "Kommt, lasst uns unsern Kindern leben!" is graven.

After Froebel's death, Middendorff and Froebel's widow continued the training course begun by Froebel, but had subsequently to leave Marienthal and go back to Keilhau as a more central point.

The year following, the Teachers' Convention assembled at Salzungen. Middendorff went there and spoke enthusiastically and with telling effect of Froebel's life-work; and resolutions, commending his system in the highest terms, were adopted.

In the fall of 1853 Middendorff made a journey to Darmstadt and Southern Germany, and on his return began to teach with his usual vigor, when in the night of Nov. 27th he died suddenly.

Froebel's widow now lives in Hamburg, where she is conducting a very successful kindergarten and training-class, honored and beloved by all who know her.

Of Friedrich Froebel the Baroness Marenholtz says, "He had great simplicity of heart, of morals, of character; he was humble as a child, and the expression of his face was so pure, innocent and childlike, even with hair white as snow, as I have never seen again in any other human being. At the same time he possessed the courage and firmness of a

hero and martyr, under all obstacles and privations. Mostly misunderstood, as every true genius is apt to be, he still triumphed, through his unwavering faith in Divine Providence. Devoted to his mission, he abandoned for it not only renown, but his most beloved study of natural science, of which nobody saw perhaps the mysteries and secrets so well as he, but which he only would make serviceable to the perfection and sanctification of the immortal human soul. In one word he was a man of truly primitive originality, capable of listening to and understanding the language which the Creator speaks to his creatures by his works, always intent upon interpreting this language to others—this was Froebel."

THE MORE EXCELLENT WAY.

(Have our readers perused with care that wonderful book written by David Perkins Page, entitled the "Theory and Practice of Teaching"? If not we earnestly urge that it be done without delay. The article that follows is from its pages. *Editor N. Y. School Journal.*)

It is always a very difficult question for the teacher to settle, "How far shall I help the pupil, and how far shall the pupil be required to help himself?" The teaching of nature would seem to indicate that the pupil should be taught mainly to depend on his own resources. This, too, I think is the teaching of common sense. Whatever is learned should be so thoroughly learned, that the next and higher step may be comparatively easy. And the teacher should always inquire, when he is about to dismiss one subject, whether the class understand it so well that they can go on to the next. He may, indeed, sometimes give a word of suggestion during the preparation of a lesson, and, by a seasonable hint, save the scholar the needless loss of much time. But it is a very great evil if the pupils acquire the habit of running to the teacher as soon as a slight difficulty presents itself, to request him to remove it. Some teachers, when this happens, will send the scholar to his seat with a reproof perhaps, while others, with a mistaken kindness, will answer the question or solve the problem themselves, as the shortest way to get rid of it. Both these courses are, in general, wrong. The inquirer should never be frowned upon; this may discourage him. He should not be relieved from labor, as this will diminish his self reliance without enlightening him; for whatever is done for a scholar without his having studied closely upon it himself, makes but a feeble impression upon him, and is soon forgotten. The true way is, neither to discourage inquiry nor answer the question. Converse with the scholar a little as to the principles involved in the question; refer him to principles which he has before learned, or has now lost sight of; perhaps call his attention to some rule or explanation before given to the class; go just so far as to enlighten him a little, and put him on the scent, then leave him to achieve the victory himself. There is a great satisfaction in discovering a difficult thing for one's self,—and the teacher does the scholar a lasting injury who takes this pleasure from him. The teacher should be simply suggestive, but should never take the glory of a victory from the scholar by doing his work for him, at least, not until he has given it a thorough trial himself.

The skill of the teacher, then, will be best manifested, if he can contrive to awaken such a spirit in the pupil, that he shall be very unwilling to be assisted; if he can kindle up such a zeal, that the pupil will prefer to try again and again before he will consent that the teacher shall interpose. I shall never forget a class of boys, some fourteen or fifteen years of age, who in the study of algebra had imbibed this spirit. A difficult question had been before the class a day or two, when I suggested giving them some assistance. "Not to-day, sir," was the spon-

taneous exclamation of nearly every one. Nor shall I forget the expression that beamed from the countenance of one of them, when elated with his success, he forgot the proprieties of the school and audibly exclaimed, "I've got it! I've got it!" It was a great day for him, he felt, as he never before had felt, his own might. Nor was it less gratifying to me to find that his fellows were still unwilling to know his method of solution. The next day a large number brought a solution of their own, each showing evidence of originality. A class that has once attained to a feeling like this, will go on to educate themselves, when they shall have left the school and the living teacher.

As to the communication of knowledge, aside from that immediately connected with school studies, there is a more excellent way than that of pouring it in by the process already described.

THE CHINESE AT HOME.

"The dwellings invariably faced the esplanade, and filled up an interval in the fence which joined them at either end. We will describe one. It was long and low, without an upper story. The principal room was in the centre, and was entered by wide folding-doors. Within it the members of the family who were not in the fields could be seen at meals, or at indoor work. Some few, perhaps, were weaving long strips of coarse cotton cloth on the esplanade in front. At a window was an aged dame whirling a spinning-wheel, or turning the rollers of the simple machine that frees the white tufts of cotton from the seeds. A sharp, twangling sound issued from a chamber at the side. By inquiry we learnt that it was caused by the young lads "teasing" the cotton into thin flakes with a quaint implement like a fiddle-bow. The stranger was received with civility, or rather with that absence of incivility which seems the sum-total of politeness among the Chinese.

"A hideous chorus, set up by the yelping curs which infested every homestead in the neighborhood; a sharp reproof from the farmer or his lads, which produced silence, or low and scarcely audible growls; a ready response, in pantomime, to a question in the same form, as to the way; and then a relapse into silence and busy labor, as though no one of foreign race was within a league—such was the stranger's only greeting.

"The children and the younger women retreated within the gates, or back to the further corners of the room, when the strange face of the "barbarian" was seen approaching. The former had already donned their winter clothing, as early and the late autumn air was fresh and nipping. The blue blouses and leggings, quilted and stuffed with cotton, were piled on, one above another, till the little wearers looked like miniature balloons. The gait of the women, with their poor, pinched feet, according to the universal custom in these northern provinces, was ungraceful in the extreme, and they toddled about in so uncertain a manner as to excite astonishment at their untiring industry in the fields. Their dress was tasteless in shape and color; and their features lacked even the slight share of good looks possessed by their sisters of the provinces farther south,"—*Fortnightly*.

NEARLY every other nation of Europe having led the way Russia is about adopting the Metric weights and measures. The special committee which is sitting at St. Petersburg, at the head-quarters of the Russian Imperial Technical Society, have not only come to the conclusion that such an innovation would be useful, but have also emphatically declared that the present is the fitting moment for the introduction of the Metric System. They think that the change ought to be accomplished within two years. It is a remarkable fact that Americans, with all their boasted readiness to adopt labor-saving

inventions, and having led the world to use of a decimal currency, should be one of the very last nations of the globe to adopt what John Quincy Adams, in his official report, pronounces the greatest invention of human ingenuity since that of printing, and a greater labor saver than steam.

JAMES W. BOOTH.

The following resolutions were adopted by the School Trustees of the Ninth Ward, at their meeting on Sep. 15, 1876:

Whereas, this Board of Trustees of Common Schools of the Ninth Ward have learned with feelings of deep sorrow and regret that Senator James W. Booth closed his life of usefulness and honor on the morning of Sep. 14, 1876, and

Whereas, the name of the late Senator has been intimately connected with the progress and success of the public schools in the Ninth Ward, and

Whereas, his faithful services as school-trustee during a period of twenty years closely connected him with the growth and advancement of the children and teachers in all our schools, and made his name a household word among all the friends and well-wishers of our system of public education; therefore

Resolved, that this Board of Trustees of Common Schools of the Ninth Ward deeply sympathize with the friends and relatives of Hon. James W. Booth, and with them lament the affliction that deprives so many of a sincere friend and warm-hearted adviser.

Resolved, that we commend to the youth of our schools those marked qualities of sterling integrity, undeviating honesty, unchanging friendship, and persistent activity in the pursuit of business that brought that success in life which placed the Honorable Senator so prominently before the people of this ward and the city of New York.

Resolved, that these resolutions be entered on the minutes of this meeting, and that a copy signed by the entire Board of Trustees be sent to the family of the departed Senator.

CHAS. S. WRIGHT, HENRY DAYTON,
ELLERY DENISON, M.D., DAVID M. EARL,
WILLIAM H. ELY, —Trustees.

PRIMARY SCHOOL NO. 12.

The name of Timothy Brennan appears on the Visitor's record here, as often almost as on those of his own Ward. The building is excellent; except in the rear the surroundings are pleasant; the attendance for June was 339, and from this a class of 39 was promoted. Trustees Wimmer, McAlpine, Shea, Freidson and Duffy are assiduous in attending the wants of the teachers. Miss Reardon the principal, is maintaining all the excellent features of her predecessor and adding life and interest to every department. An examination of the various grades showed that the teachers keep the best of order, and are teaching in an earnest and efficient manner.

MUSIC.

In looking over the choice collections of new music issued by the musical publishers John Church & Co. and Root & Sons' Music Co., we find the two campaign songs, "Honest Sam Tilden" and "A Hundred Years getting ready to Elect Hayes and Wheeler." Also two songs entitled "Could I but tell Thee," and, "Send me a kiss in a letter."

The October No. of the FOLIO contains the following: "Meet me at Twilight, sweet Bessie," "Brothers, Come!" "Ivanhoe Commandery Grand March," "Guild Polka Militaire," and, "O mighty Saviour."

The September number of Church's "Musical Visitor" contains, "The little Log Cabin is gone," "Danse Ma'babre," "Arise and Shine," and "Marche Perennance."

PROF. HUXLEY'S FIRST LECTURE

(Concluded.)

It is stated that plants for example, made their appearance upon the third day, and not before. And you will understand that what was meant by plants are plants which now live—the trees and shrubs which we now have. If it is one or two things—either the existing plants have been the result of a separate origination of which we have no record for supposition, or else they have arisen by that direct process of evolution from the original stock. And in the second place it is clear that there was no animal life before the fourth day, and then on the fourth day marine animals and birds appeared. And it is further clear that terrestrial life made its appearance upon the sixth day and not before. Hence it follows that if in this record, if in this large mass of circumstantial evidence as to what really has happened in the past history of the globe—if in that we find down to a certain point indications of the existence of terrestrial animals, it is perfectly certain that all that has taken place since that time must be referred to the sixth day. In this great carboniferous formation from whence America has derived so vast a proportion of her actual and potential wealth, in that formation and in the beds of coal which are formed from the vegetation of that period, we find abundant evidence of the existence of terrestrial animals. They have been described not only by European naturalists but by your own naturalists. There are to be found in the coal of your own coal fields numerous insects allied to our cockroaches. There are to be found there scorpions of large size, and so similar to existing scorpions that it requires the practical eye of the naturalist to distinguish them—and even spiders. Inasmuch as these things can be proved to have had full life in the carboniferous epoch, it is perfectly clear that, if the Miltonic account is correct, that those huge rocks extending from the middle of the paleozoic formations must belong to the day or period which is termed by Milton the sixth day of the creation. But further it is expressly stated that aquatic animal took their origin upon the fifth day, and did not exist before, hence all formations in which aquatic animals can be proved to exist, and which therefore lived at the time these formations were deposited, all those must have been deposited during the time since the period which Milton speaks of as the fifth day. But there is absolutely no fossiliferous rock in which you do not find the remains of marine animals. The lowest forms of life in the silurian and marine animals, and if the view which is entertained by Principal Johnson and Dr. Carpenter, of the eozone be correct, if it is true that animal remains exist at a period as far antecedent to the deposit in the coal as the coal is from us, at the very bottom in a series of stratified rock, in a state called the laurentian strata, it follows plainly enough from this that the whole series of stratified rocks, if they are to be brought into harmony with Milton at all, they must be referred to the sixth day and we cannot hope to find the slightest trace of the trace of the work of the other days in our stratified formations. When one comes to consider this, one sees how absolutely futile the attempts that have been made to run a parallel between the stratified rocks as we know them and the account which Milton gives of it. The whole series of stratified rocks must be referred to the two last periods. It is of course futile to look in carboniferous rocks or to look in the miocene. According to the hypothesis of the sixth day, not only is there this objection to any attempt to run a parallel between the Miltonic account and the actual facts, but there is further difficulty. In the Miltonic account the order in which animals should have made their appearance in the stratified rock would be this: Fishes, including the great whale, and birds; after all

that varieties of terrestrial animals. Nothing could be further from the facts as we find them. As a matter of fact we know of not the slightest evidence of the existence of birds before what are there indicated.

If there were any parallel between the Miltonic account and the circumstantial evidence, we ought to have abundant evidence in the Devonian, the Silurian, and the Carboniferous rock. I need not tell you that this is not the case, and that not a trace of birds makes its appearance until the far later period which I have mentioned.

And again, if it be true that all varieties of fishes and the great whale and the like made their appearance on the fifth day, then we ought to find the remains of these things in the older rocks—in those which preceded the carboniferous epoch. Fishes, it is true, we find, and numerous ones; but the great whales are absent, and the fishes are not such as now live. Not one solitary species of fish now in existence is to be found there, and hence you are introduced again to the difficulty, to the dilemma, that either the creatures that were created then, which came into existence the sixth day were not those which are found at present, are not the direct and immediate predecessors of those which now exist; but in that case you must either have had a fresh species of which nothing has been said, or else the whole story must be given up as absolutely devoid of any circumstantial evidence.

I have grouped before you in a few words some little time ago a statement of the sum and substance of Milton's hypothesis. Let me try now to put before you in a few words the sum and substance of the circumstantial evidence as to the past history of the earth which is written without the possibility of mistake, with no chance of error in the stratified rocks. What we find is that that great series of formations represents a period of time of which our human chronologies hardly afford us a unit of measure. I will not pretend to say how we ought to measure this time in millions or billions of years. Happily for my purpose and my argument, that is wholly unessential. But that the time was enormous, was vast, there is no sort of question.

We find written upon this record, and as resulting from the simplest methods of interpretation, the conviction that all that is now dry land has once been at the bottom of the waters. If I leave out of view certain patches of metamorphosed rocks, certain volcanic products, it is perfectly certain that at that a comparatively recent period of the world's history that epoch which is there written as the cretaceous epoch—it is perfectly certain that at that time none of the great physical features which at present mark the surface of the globe existed. It is certain that the Rocky Mountains were not. It is certain that the Himalaya Mountains were not. It is certain that the Alps and the Pyrenees had no existence. The evidence of the simplest possible character is simply this: We find raised up on the crags of these mountains, elevated by the forces of upheaval which have given rise to them, masses of cretaceous rock which formed the bottom of the sea before these mountains existed. It is therefore perfectly clear that the elementary forces which gave rise to the mountain are subsequent to the cretaceous epoch; that the mountains themselves are largely made up of the materials deposited in the sea which once occupied their place. We meet as we go back in time with constant alternations of sea and land, of estuary and open ocean, and in correspondence with these alternations we meet with changes in the fauna and flora of the kind I have stated.

But none of these gives us any right to believe, no inspection of these changes gives us the slightest right to believe, that there has been any discontinuity in natural processes. There is no trace of cataclysm, of great sweeping deluge, of sudden destruction

tion of organic life. The appearances which were formerly interpreted that way have all been shown to be delusive as our knowledge has increased, and as the blanks between the different formations have been filled up. It can now be shown that there is no absolute break between formation and formation, that there has been no sudden disappearance of all the forms of life at one time and replacement by another, but that everything has gone on slowly and gradually, that one form has died out and another has taken its place, and that thus by slow degrees one fauna has been replaced by another. So that within the whole of the immense period indicated by these stratified rocks there is assuredly, leaving evolution out of the question altogether, not the slightest trace of any break in the uniformity of nature's operations, not a shadow of indication that events have followed other than their natural and orderly sequence.

That, I say, is the most natural teaching of the circumstantial evidence contained in the stratified rock. I leave you to consider how far by any ingenuity of interpretation by any stretching of the meaning of language, it can be brought into the smallest similarity with that view which I have put before you as the Miltonic doctrine.

I need not say that it is quite hopeless to look for testimonial evidence of evolution. The very nature of the case precludes the possibility of such evidence. Our important inquiry is, what foundation circumstantial evidence lends to that hypothesis, or whether it lends any, or whether it controverts it; and I should deal with the matter entirely as a question of history. I should not indulge in the discussion of any speculative probabilities. I should not attempt to show that nature is unintelligible unless we adopt some such hypothesis—for anything I know about it, it is the nature of Nature. She has often been puzzling, and I have no reason to suppose she is bound to fit herself to our notions; but I shall deal with the matter entirely from the point of view of history, and I shall place before you three kinds of evidence entirely based upon what we know of the forms of animal life which are contained in the series of stratified rock. I shall endeavor to show you that there is one kind of evidence which is neutral, which neither helps evolution or is consistent with it. I shall then endeavor to show you that there is a second kind of evidence which indicates a strong probability in favor of evolution, but does not prove it, and, lastly, I shall endeavor to show that there is a third kind of evidence which, being as complete as any evidence which we can hope to obtain upon such a subject, and being wholly and entirely in favor of evolution, may be fairly called demonstrative evidence of its having occurred.

TONING OF PHOTO-TRANSPARENCIES ON GLASS.—The toning of photo-transparencies on glass is now asserted to be scarcely necessary, if the transparency has been reinforced with acid silver, and is only required to be viewed by transmitted light. But silver, as well as alkali-intensified films, have generally a very disagreeable color by reflected light, and many amateurs object to this. The use of a weak solution of chloride of gold obviates this difficulty, but, unfortunately, the color thus given is too cold to suit many tastes. Artists of high repute now regard chloride of copper as the best toning agent, followed by an application of alkaline pyro,—any tone by transmitted light being attainable, while the color of the deposit by reflected light is either black or a deep warm brown; but on no account is resort to be had to any of the formerly recommended methods of toning by mercury—for the colors, though beautiful in appearance, are evanescent, and sooner or later the picture becomes, in fact, one shapeless blotch.

SCIENTIFIC.

REFUSE MATTER FROM TANNERIES UTILIZED.—The refuse matter from tanneries is now utilized to such an extent and in such a variety of ways, as to constitute a source of great profit. Thus, the glue pieces are used for two purposes, the principal of which is the manufacture of the gelatin and isinglass, thousands of tons of the scraps being annually sold for this purpose. The dry untanned portions find their second utilization in paper making, and they are also used for the manufacture of peckers or hammers for knocking to and fro the ever-flying shuttle. Ordinary size is made from the flesh refuse of the hide, and is extensively employed by paper hangers, cotton spinners—to give firmness to the thread—and carpet manufacturers. Makers of inferior clothing and blanketing mix the hair with wool, thus rendering the fabric heavy but without increasing its warmth-retaining capacity; the hair is also used in the fabrication of horse cloths and railway rugs, and even the cheap so-called seal skin jackets are made in England from this material. The lime grounds or deposit form an excellent manure, and the spent tan is not only useful as fuel, but has lately been substituted for charcoal in the manufacture of tin plates.

"FINISHING" CLOTHS.—To such an extent is the practice of over-weighting textile fabrics at present carried on by English manufacturers, that poor sorts of cotton are thus made to assume the necessary tenacity of twist, and warps are now at times actually loaded with size to the extent of forty percent. But, in addition to this operation of sizing, a new development has taken place or form in the hands of the dealer, after the receipt of the cloth from the factory. This consists in "finishing" it—according to the term employed—in its manufactured state. For this purpose certain cloths are selected, and a six-pound shirting, twelve by twelve, is, by the new process, made to weigh seven pounds; a seven-pound shirting, fourteen by thirteen, to weigh eight pounds; and a seven-and-a-half-pound shirting, sixteen by sixteen, to weigh eight and a quarter or eight and a half pounds. The materials employed to give this extra weight are said, however, to be of such a nature that the cloths into which they are inserted are guaranteed not to mildew.

CONVERTING ORDINARY INTO COMPOUND ENGINES.—A novel arrangement has been introduced in some of the European workshops, for converting ordinary into compound engines. One of the features involved in this change is the addition of a high pressure cylinder, where the engine is of the condensing type. A case of this kind is cited, in which the cylinder is thirteen inches in diameter and of fifty-six inches stroke, and so inclined that the piston is parallel with the connecting rod when the crank is exerting its maximum power; the old cylinder was twenty-three and a half inches in diameter and of forty-six inches stroke. It is stated that, since the additional cylinder was added, the engine has been run with no caps on the bearings which carry the beam on the pedestal, and no deviation from regularity is discoverable—the two pistons, by their contrary motions, keeping the whole engine steady. Besides this great steadiness in work, another advantage claimed for such compounding, is an almost complete avoidance of strain on the foundations.

HUNTING ELEPHANTS IN SIAM.

United States Steamer Ashuelot, Bangkok, Siam.—The business which brought us here being now about finished, we were beginning to think of leaving, when we got an invitation that fairly startled us.

Every year they have an elephant hunt, or drive rather, and we were invited to attend one about to take place. To add additional eclat to the occasion, there was a white elephant in the drove, and that was of course the cause of great rejoicing. Fortunately I was one of the lucky ones who could go. There were six of us in all, the captain and five of our mess. For nearly a year they had been collecting this drove from all the distance provinces, driving them in a few at a time, and now they were all collected at Aynthis, a place about sixty miles up the river from Bangkok. Our invitation came from the foreign Minister, and he did everything up for us in style; sent us a steam launch, to tow us and do the cooking, &c., and what they call a house boat, with a house built over about half of it and very comfortable, indeed. We took bedding and clothing, and that was all. Everything else was provided for us. The Minister also sent his interpreter with us. He was a Portuguese, a very pleasant fellow, who added much to our enjoyment.

We left the ship about daylight, and had a most delightful trip up the river.

The first day was devoted to capturing the white elephant, nothing else being of sufficient importance to touch on the same day. The performance was to commence at 1, and we went there about 12 to secure a good place; but, as usual, we found ourselves well looked out for. We were given splendid places, just below and in front of the King. A little before the hour the herd was driven in from the stockade, where they had been confined, and a queer sight it was. They came on at a very sedate pace, headed by a tame elephant, and surrounded by about twenty other large tame elephants, who had no difficulty at all in keeping the herd together. Each tame elephant had two riders who seemed to have the most perfect control over the beasts, jabbing them playfully in the head with a sharp iron hook when they wanted them to do anything. The drove was brought down immediately in front of where we sat. We were about 15 or 20 feet above them, and the trained elephants, which are used in the catching were brought out. The elephant was taken by a high noble, who is second lord of the elephants. The wise men had been consulted, and the exact minute at which it was proper to take the fellow ascertained, and all hands waited patiently until the King gave the signal, and then he went for him. There were 185 elephants in the herd (we counted them afterward), and it seemed almost impossible to pick out the one they wanted; but they spotted him instantly, and had a rope around his leg in a very short time. The rider carries a coil of hide rope, in the end of which is a loop, which they carry on the end of a long bamboo. They rush up behind the one they wish to catch, stick this long bamboo down, and as he lifts his hind leg to rush along, slip the loop over it, and the trained elephant instantly turns and walks away with a taut, so there is no danger of it slipping, and then the end is thrown of and allowed to drag.

In the case of full-grown elephants three or four ropes are necessary. They are immensely strong, made of buffalo hide, but in the case of the white elephant only one was necessary, as he was

only three years old and quite small. As soon as the line was fast to him they caught the end of it, and made it fast to a strong post, and then the tame elephant closed in, and drove the herd off, leaving the poor little wretch all alone. His mother broke from the herd and came back, trampling on the line and pulling at it with her trunk, trying to free him, but they soon drove her off and left him alone in his glory. He bellowed and snorted and stood on his head, and did everything he could to break the line, but without effect, and then they closed in on him and captured him. It took three tame ones to do it, one butting him from behind. The men on each side passed a strong collar around his neck, and then made it fast to other collars around the necks of their own elephants, and thus they had him.

They brought him up in front of the King, and washed him nice and clean (the elephants keep themselves plastered from head to foot with mud to keep insects off), and showed how beautifully white he was. He really was rather a light brown, and is said to be the whitest one they have caught in 100 years. Another good omen was that he would eat. Generally, they will not touch food for two or three days, but this fellow did not seem to mind it much. The King threw him bananas, which he ate very contentedly. After every one had admired him sufficiently he was led away to his stable to be tamed, which would take two or three months, and then he will be taken to Bangkok with great ceremony and rejoicing.—*Pittsburg Evening Chronicle*.

SUNBEAMS.

A spoiled child—the one that got hold of the kerosene can.

Must have slept very uncomfortably—the man who laid in his winter coal.

The individual who was accidentally injured by the discharge of his duty is still very low.

"You've heard Brown's married again?" "No. Has he? Stupid ass! He didn't deserve to lose his first wife!"

A colored orator at a recent camp meeting declared that he never would sell his birthright for a nest of partridges.

John Kitten, of Illinois, claims to be 108 years old. If that Kitten is ever to be recognized as a cat, it is about time that he was at it.—*Louisville Courier-Journal*.

A Colorado paper says—"The Canon City girls don't take kindly to croquet. They say it isn't high-toned enough for them. Leap-frog is their best hold."

A gymnast with Barnum's circus performs the marvelous feat of turning a double somersault through his board bill whenever it is presented to him.—*N. Y. Dispatch*.

Byron wrote: "How sweet to hear the watch-dog's honest bark." From which we infer that Byron never attended a midnight sociable in a farmer's water melon patch.—*Turner's Falls Reporter*.

A little five-year-old of Dorchester somewhat surprised his mother a few days since with the remark: "God is everywhere; he is all over me; and when you spank me you spank God!"

Louisville Journal—Whenever anything of sufficient weight falls in the South it is sure to kill a colonel or a general. A bucket dropped in a Macon (Ga.) well, without malice prepense, and killed General Hangabook.

Nothing will surprise a married man so much as to go home and see his wife limping round the house with her little toe bandaged, saying that she doesn't see why he has to keep such an infernal edge on his razor.—*N. Y. Herald*.

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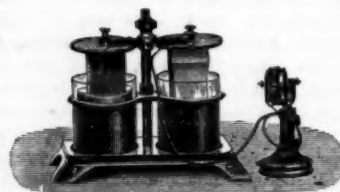
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A CORRECTION.

From personal inquiry, we learn that the profane language attributed to a pupil in M. D. G. S. 53 (in our report of the proceedings of the Board of Education, Sept. 23) is incorrect, no such language having been used. We cheerfully make this correction, in justice to the high reputation which the school has always maintained.

A very neat and compact form of the new course of study lately adopted by the Board of Education was exhibited yesterday to the Commissioners. The form is a sheet twenty-four by thirty-two inches divided into eight columns, and admirably classified. The work was compiled by Mr. Amos M. Kellogg, editor of the SCHOOL JOURNAL, of this city, and received from the Commissioners the highest encomiums. It has been ordered for the use of the teachers and officers of the Department of Education.—*Herald*.

We ask a thoughtful reading of the address by Thomas Hunter, President of the Normal College, on the "Extent of Scholarship requisite for Normal Training." It elicited a marked attention from those who were present at "the Normal Section" of the New York State Teachers' Association, before which it was read. The singular clearness of its style, together with the largeness of the questions it discusses, will obtain for it a wide circulation; we have therefore printed an extra edition to meet the demand.

THE NATIONAL BUREAU OF EDUCATION.

Commissioner Eaton stands on strong ground this year. His eminent services in connection with the educational work of the Centennial, has shown the pressing need of such an office. There are undoubtedly a great number who are in deadly hostility to the continuance of the department. They are like those who opposed the normal schools in this State thirty years ago. They oppose because of their ignorance. We should like to see that department clothed with more powers. There is need of a unity in educational work. As it now stands the educational work of the various States resembles the condition of the Colonies before the Constitution was adopted. The reports issued by the department are more valuable year by year, and the circulars give useful information. We would like to have every State and

Territory cordially cooperate with Gen. Eaton in his efforts to collect statistics: in this way we shall know our real progress in education.

MOST NECESSARY.

In teaching a child properly, whether in classes or singly, time is requisite for each one to examine into statements that are made. So much is cut out and basted up, that the child insensibly becomes "an operator on the machinery" of fact-bearing. A text book contains condensed statements, and the teacher is so busy that instead of enlarging, explaining and expatiating on the statement, he tells him to learn it word for word. Instead of turning a truth round and round and allowing the pupil to become an investigator he says it is *thus and thus* and the pupil helplessly and hopelessly affirms it because he is bidden so to do. This is an offence to the intellect. But the teacher who has followed thus far with assent will say "and what can I, who has forty boys to manage do with such a method even though it were as excellent as you represent it?" And here is indeed the difficulty. We ask a teacher to do too much in our public schools, generally. We do not propose a remedy, but do insist that teachers shall have time to do their work well. Here, for example, is a class in Rhetoric. Now the text-book tells us that Wordsworth was imaginative and had a just poetic sense of the fitness of things, but that his method of treatment was wanting in a true analysis of the elementary thoughts and in a statement of the relations existing between them. This can be recited and much more, and no time be so utterly lost and gone to nothingness as that spent in the occupation. The only thing that can be done is to take some poem of the author, and let the pupil examine it and report his own conclusions if he has any; if he has none teach him to look into and around.—These are indeed powers, that a man might well covet to possess.

THE COLLEGE OF THE CITY OF NEW YORK.

The Trustees met Sep. 27. Present: Messrs. Traud, Fuller, Schell, Vermilye, Beardslee, Caylus, Walker, Halsted, Kane, West, Wetmore, Wood.

Mr. Beardslee offered a resolution that the Comptroller transfer \$45,000, the balance of the annual appropriation to the Treasurer. Adjourned.

The Board of Education.

The Commissioners met Sept. 27. Present. Messrs. BEARDSLEE, CAYLUS, DOWD, FULLER, GOULDING, HALSTED, KLAMROTH, KANE, SCHELL, TRAUD, VERMILY, WOOD, WETMORE, WALKER, WILKINS, WEST.

Absent.—Com's BAKER, PLACE, HALSTED KELLY, MATTHEWSON.

The report of the Finance Committee (as laid over from last week), as follows, was called up:

ESTIMATE FOR 1877.

| | |
|---|-------------|
| Salaries of teachers in G. S. and P. S. | \$2,340,000 |
| do. of janitors in do. | 125,000 |
| do. in Normal College | 91,253 |
| do. of teachers and janitors in E. S. | 110,000 |
| do. do. C. S. | 35,000 |
| do. Supt's, clerks, etc. | 79,500 |
| Total salaries | \$2,780,753 |
| For books, etc. | 195,000 |
| fuel | 90,000 |
| gas | 165,000 |
| rent | 55,000 |
| planes | 5,000 |
| workshop, etc. | 2,000 |
| Trustees' expenses | 60,000 |
| Normal College supplies, printing, furniture, repairs, etc. | 4,500 |

| | |
|---|--------|
| Eve. Schools, incidentals | 2,000 |
| Col. Schools, do. | 1,000 |
| Printing, stationery, advertising, etc. | 20,000 |
| Compulsory education | 25,000 |
| Nautical School | 35,000 |

| | |
|---------------------------|-------------|
| Total sundries | \$311,000 |
| Corporate Schools | 105,000 |
| New sites, building, etc. | 491,600 |
| | \$3,888,352 |
| School for truants | \$100,000 |
| Total | \$3,988,352 |

Resolved, That the foregoing estimate be duly authenticated by the President and Clerk, and submitted to the Board of Estimate and Apportionment, and a duplicate thereof furnished to the Board of Aldermen.

COMMUNICATIONS.

From the 20th Ward nominating Miss Chamberlain for E. S. 33: from 19 to hire building adjoining G. S. 59; from 17 to repair piano.

From W. B. Bend to have arithmetic put on supply list.

Also from Potter & Ainsworth to have the same for Bartholomew's Manual.

Also from L. R. Goodwin to have same for Book Back. To Supplies.

From W. M. Williamson to be appointed a teacher of Penmanship. To Teachers.

Mr. Walker moved that \$15,000 more be added to the above estimate for school furniture. Lost.

Mr. Kane moved that Evening School No. 17 (Male) be transferred to G. S. No. 28; and that Evening School No. to G. S. No. 17. Adopted.

A communication was received from 23 principals, to have Nexon's Short Hand Arithmetic put on Supply List. To Supplies.

Adjourned.

CORRESPONDENCE.

NEW YORK, Sept. 20, '76.

ED. JOURNAL:

In your last No. is a letter from "M. P." charging teachers with tyranny and "inclined to the opinion that a parent has a right to detain his son from a school, or to send him late. Of course the consequence is his son will suffer, but parents have rights."

I rise to ask some questions: When a clothing store is open from eight A. M. to 7½ P. M. and sometimes later, and when school is in session only from nine until three, would not common sense suggest the propriety of buying coats outside of school hours?

Is not a child's education of primary importance?

If so, ought the hours devoted to that pursuit to be unnecessarily curtailed? And ought not the child to be impressed, as a part of its education, that only things of greater importance should have precedence of one so important as this?

It is commonly expressed, as an axiom that a child looks upon a teacher as its natural enemy, and that it is impossible to make it like to go to school. Both of which sentiments are as untrue as hundreds of others, equally commonly received. The difficulty lies more at home than any one is aware of. Setting aside every other cause, and they are as numerous as the daily acts of a child. Mothers look upon school as a convenient place to send troublesome children, where they are certain to be looked after, and not get their necks broken, but the rules of which are by no means to interfere with their domestic economy. The following conversation is too common for the welfare of the children:

Teacher.—"Mary Smith!"
Scholar.—"Late."
T.—"Why are you late?"
S.—"Mother wanted me to buy some meat."
T.—"Ella Jones!"
S.—"Late!"
T.—"Why are you late?"
S.—"Mother did not have the dinner cooked, and I must wait."
And so on, One scholar has to stay out

for a good reason, and four or five stay out for a poor reason, or perhaps none. Many mothers are guilty of the great sin of saying that a child is ill when it is not, because it does not want to go and cries to stay home. Then bye and bye when the parents suddenly discover the child to be behind other children of its age in proficiency, the mother does not change her methods, but saying that her child learns nothing at that school, changes it to another.

If children were taught at home to feel the importance of going to school regularly, if they were taught that it was right and proper and natural for them in every respect to obey the rules of school as made for their benefit, if, in a word, they were taught to be law abiding, and that while in school the teacher is first, and appointed as such in a manner by their parents, we should not hear, as we are frequently compelled to hear, children saying, "Oh I don't go to such and such a school any more; the teacher was too 'sassy'."

There is too wide a field of discussion opened up here to allow me to write further at this time, but I must say in defence of what may have appeared as tyranny, that were "M. P." a teacher, responsible for the advancement of her classes, and the average attendance, she would object as strenuously as any other to any scholar being absent for any cause.

She will please notice that I do not make mention of the charge of want of courtesy, etc., because one thing at a time and the most important first, is my rule.

Every one is familiar with the strictness of the late A. T. Stewart in the matter of punctuality. Now if school is not a more important matter than a business firm, I am going to resign my position and turn chimney-sweep. Won't some teacher speak up to "M. P."?

A. J. CARLISLE.

WALKS AND TALKS OF AN EX-PRINCIPAL. No. XI.

I have been looking among the book-agents during the Summer. Now some teachers feel envious of these people; they seem to be so well paid, and can go from place to place without let or hindrance. I have no envy to waste on them, for I was a book-agent myself once and know their ways and their labors. I was teaching a school in one of the interior counties of the State and with good success too, when I received an invitation to enter the service of Messrs. —, at \$800 per year and my expenses. This was so much better than I was paid that I accepted it at once. I went to work "to introduce" geographies, readers, etc.; but I found I had more than this to do. I must displace other books—books I knew to be good ones too; for I had used them and knew their value.

I traveled around among the schools thus for two or three months, when I was notified that the "general agent" wanted to meet me at a certain city on a fixed day. I had never met him before and was quite unaware of the sort of man I should see. I confess I was disappointed at the first view, and still more so as I became better acquainted. He expressed surprise that I had not put in more books. I must "crowd them in," "kick out"—"s books," "make business," etc. Then he confided to me that in a village in that county an effort was to be made to displace the geographies used. The state of the case was fully explained. There were three trustees, and one of them had been won over by presents of books, the others had been sound ed, but as yet without success. I was informed that it was intended to carry the field at all hazards, to spend \$500 if necessary. Among other expedients, it was suggested that I should pay attention to the daughter of one of the trustees; she was teaching in a country district not far from the village where we were to make an assault. I detected this underhanded game, which was to be carried

on independent of the merits of the books; but my scruples were quickly brushed away. I was informed that this was the only way to deal with ignorant trustees who did not know a good school-book from a poor one.

I went to see the trustee's daughter, and, after some persuasion, she undertook to convince her father that—'s geographies were better than the ones in use. I vaguely hinted she should have a reward if I succeeded in introducing the books. The third trustee I visited in person. He was a cooper, and I found him in his shop, hammering away with fearful din upon a white-oak barrel. As soon as he stopped I introduced myself and my business. He listened a moment and then resumed work with his hammer. To all my recommendations of my books he merely listened and then hammered with an increasing vim. I could get no answer from him, but that he "would see about it." At night I called on him and took in my hand some volumes that I thought would suit his family. I had an illustrated reader for one child, and a geography for another; besides I took up a box of steel pens for him to try, and then I gave them to the oldest boy. The next day I went through the din of the cooper-shop again, and at night I took along some presents and discussed geography.

Meanwhile I became very anxious about my other trustee. I had left his management entirely to his daughter, and I became solicitous to know the result. So I called upon her and found that she considered the matter as settled. This being the case I asked for a meeting of the trustees, and then I got my books introduced. The cooper was very enthusiastic. I noticed in his arguments that he brought his fist down on the table precisely as he did his hammer on the refractory hoops of the barrels. To pay my helping school-ma'am I bought her a black silk dress. And I must say I have used the same argument with others.

I soon saw this was a walk for which I was not well fitted. I could not bear to do a work that needed so much wirepulling and cajoling. I found I must not only help myself, but I must look out for other book-agents. I had a sharp set to deal with, and I must in all cases look out for an upset of my nicely calculated plans. I was so spilled out once greatly to my chagrin. It was as follows:

I had heard of a town where there was a prospect of introducing a set of histories. So I took board at the hotel and told the landlord my wishes, which he undertook to forward, and he kept his promise very well. The board of trustees, after the usual presentation of books, concluded to adopt my histories, and passed a resolution to that effect. Concluding the business done, I telegraphed to send on an invoice of the books, and on Saturday afternoon I left for my home—rather proud of my work.

During the day, however, another book-agent arrived in town and learned the state of the case. He went across the river and got an influential man, who had been a lawyer, and paid him \$100 to manage the case. He came over and bought my trustees for \$50, and so I lost that town. No one should consider the work done until the books are actually in use.

NOTES FROM MY SCHOOL ROOM No. III.

A case of stealing overshoes occurred some years since, that left an indelible impression on my mind, and I doubt not in the minds of all the pupils. There came on a heavy storm one day, and on going home one of the girls reported that she could not find her overshoes. As so many wore the same number of shoe, it seemed almost impossible for her to point out her shoes from among the rest, nevertheless the next morning all of the rubbers were examined [As I expected she could not find them—at least she could not say positively which were hers. I went

over the whole list of girls, mentally, and finally fixed on one, that, I feared, might have done it. I can scarcely say why I fixed upon Nellie Strang, unless that she wore less tasteful dresses than the rest. I must confess I did the girl, as it afterward appeared, a great wrong by my suspicions. An honest girl, probably, never lived. I here beg her pardon for my unjust suspicions. In order to secure the return of the shoes I notified the school next morning of the loss, and speaking of it as having been done by mistake asked each girl to bring her overshoes there on the following day. Still everyone had a pair except the one who had lost a pair. The case seemed to be involved in mystery. I concluded the articles had been stolen and attempted to awaken their consciences by following out the train of thought. I supposed the one would pursue who had taken them, I said:

"She saw the shoes in the hall, on the floor under the hook where Bessie's shawl was hung; she thus knew whose they were; but she saw they were new ones and she coveted them, she put them on and walked home with them through the wet streets, and dumb as those india-rubber shoes were they spoke to her and every one else. The noise they made as they touched the mud or the planks was a voice the Creator understood and the wearer, too, understood. It was a repetition of these words, 'These are stolen shoes.' 'These are stolen shoes.' How many times they said it day before yesterday! And how many times they will repeat those words! Every time they are worn they will bitterly remind the wearer of the real owner. If they are too small the pressure on the feet will be a constant command to return them; if they are too large they will as constantly say 'You have no right to me; give Bessie back her own shoes.' Even when they are not worn, in the dead of night as the thief awakes from sleep she will not feel safe. She will think of those shoes in the darkness and in the light. How many times she has already thought of the act! But if she does not return them how many times she will mourn over that act. Let me beg of her to come back at once. Will she be willing years hence, when the hair on the head is gray with age, to think of the school and her school-mates, of her teacher, of the Bible she has heard read in the mornings and of the beautiful songs she has sung with us and remember (for she cannot forget it) of those paltry shoes she stole in the year 1887? Whatever else she may remember she will remember that."

I then said the shoes could be returned without a word being said, but I would like to see the one who had taken them, not to reprimand her, but to encourage her not to give way to temptation again. A few nights after, a dark evening, a ring at my door bell was heard. I went to the door and found one of my scholars, and I knew by her manner her errand. She confessed the act. She was the daughter of wealthy parents and furnished with all she needed. She begged for forgiveness and forgetfulness. She never was suspected and was a most exemplary pupil in every way. She graduated with honor and to-day adorns a happy home as a wife and a mother.

THE NEW SCHOOL MASTER.

BY HELEN HARRISON.

The news had been circulated that a young man was seen going into Deacon Seymour's gate—and it was inferred at once that he was looking after the vacant place of teacher. Public rumor was correct. The young man—Charles Roberts—was in search of a place to teach. He was a slender man of twenty-three or four years of age; his hair light, his eyes gray, his whole figure elastic and prompt. Born in the state of Maine, he had been reared by a fond mother with many other children and now was out on the waves of life alone. [He had taught two schools,

had been a careful observer of the methods and places of his own excellent teacher, and in spite of what might be thought the meagreness of the preparation above enumerated he was able to teach well. He had the gift of managing and stimulating, two needful qualities—especially in the country school.

He had been directed to Deacon Seymour's as the leading trustee, and so he entered the gate just as Caleb Briggs and Nancy Briggs rode by—and no one could spread a story half so quick as "Nance Briggs,"—so "they said." And Nance acted as though she designed to have the public believe in her gratifications. So she stopped at widow Curtiss, to borrow some yeast, as she said, but really to tell the widow what she had discovered. "He was a smart looking fellow, but if we're going to have such a young chap as that some of us older girls have to stop going." Nance said she was only twenty-two, but the statement was doubted.

Deacon Seymour was at home. That is he was filling a hand-saw in the woodshed, and wiping off his hands, he came in to see the stranger suspecting in a moment his business. The whole household including the cat soon found various reasons to come in and hear the dialogue.

"I hear you have not yet engaged a teacher for your school?"

"Well no not exactly. We're rather hard to suit you see."

"I should like to try the school this winter."

"Have you ever taught school?"

"Yes two winter's." Here he produced two certificates attesting his qualifications and success.

The Deacon put on his spectacles and read them through with slow deliberation. He then paused, and took off his spectacles and said.

"How much do you expect a month?"

"What do you pay?"

"Well, we paid last year twenty-four dollars a month, but Mr. Norris was an extra man. We thought we ought to get a good man for about twenty dollars and let him board round."

Here followed quite a deal of skirmishing—the tactics only being known to New England proper—as to price. Finally to the surprise of Mrs. Seymour and the oldest son, the Deacon said, "Well I'll be willing. But you'll have to go up and see Deacon Halbert and Reuben Adams; they will want to take a look at you."

The bargain was duly made that evening and the news spread rapidly through the district, that a new teacher had been hired. The next day was Saturday and some effort was made to fix up the weather-beaten building. Deacon Seymour had invited Mr. Roberts to board first with him, and had taken him over in a wagon to the school-house, and on entering he exclaimed at the forlorn look the room had. The entrance was at one corner, and a little entry existed there about four feet square. A stove stood in the center, and large desks faced the wall on four sides; before these stood long benches made of slabs, flat side up, the legs being firmly anchored to the floor. Not a curtain shaded a window. The only apparatus visible consisted of a broom, a pail and a tin cup.

These seeming to be in good repair, the Deacon said.

"There don't seem to be any thing necessary except a sweeping out" and thereupon he drove away.

Charles Roberts was no ordinary young man. The building was decidedly unpleasant in its appearance and surroundings; there was no wood-house, nor even the usual outhouse. A view of the desolate condition of things only stimulated him to exertion. "I must improve this forsaken spot he said to himself." At this moment he caught sight of a wagon driving up; in it were Nance Briggs and her brother Jim. They had come to see the new teacher, and get

exact bearings. Upon entering the room Nance exclaimed upon its desolate appearance and said it looked worse than ever. She was full of resolution and energy; and whispering to her brother he quickly disappeared while she siezed upon the broom. In a few moments a few voices were heard outside and girls and boys, were seen coming with Jim, each having some implement for insuring cleanliness. The day was spent in efforts to render the old building as neat as the young folks could make it; their efforts had been cheered on by the new teacher who evidently knew how to ingratiate himself with the "women folks."

On Sunday all the East side people were "out to church." Deacon Seymour brought in the new school master, and it was noticed that he was familiar with the tunes that were sung, and this raised him in the general estimation. So that the trustees of East side began to brag upon the new selection.

The school opened on Monday with more than forty pupils, there were three or four who did not yet know the A. B. C's. There were some who had been, so they said, "through the arithmetic;" there were several who knew all the "coarse print" in the grammar. There was constructed what was called the "first class;" and then was undertaken the more difficult task of constructing the second. As in organizing an army, there is no difficulty in getting officers so there was no trouble in finding those who had been, in the "first class," or those who had been in the second class long enough to entitle them to enter the coveted rank.

In a few days Ben. Curtis came to school. He was twenty years of age, and was a wilful and obstinate minded fellow. He attended generally only a few days, got up a fuss and was expelled or stayed away of his own accord. Of late years he had taken up the desire to render himself famous by "whipping the school master." The story went round that he had sworn he would do it, because Roberts had been seen to smile on Betsey Halbert, whom Ben. fancied he was in love with. He was cross, therefore, and ready to pick a quarrel with the teacher.

It had not been the custom to require an analysis of examples in arithmetic; this was introduced for the first time by Roberts. To the plan of standing up and telling why a sum was done in a certain way, Curtis objected—really, because of his ignorance—pretending, because of its uselessness. In fact he declared he "would not do it for him or any other man." Meeting with this resistance, the teacher quietly excused him from the class and proceeded with the rest. When the hour came for dismissal he told Curtis to stay; and endeavored to show him his reasons for his new plans. But all in vain. For he deemed the effort of the teacher a confession of weakness. Roberts had asked Caleb Briggs also to stay—thinking a witness would be desirable in case of trouble.

"So you don't mean to mind about reciting. Well you cannot come to school if you won't obey."

"I will come to school too, but I won't make a fool of myself in no such way as that," starting as he said it for the door.

Roberts was between him and the door and stretched out his hand in a determined way. Curtis like a mad-bull rushed at him only to be landed on the floor, by a dexterous movement of Roberts' arms, and feet. Quickly jumping up, Curtis attacked the school master with terrific fury, only to receive a powerful blow in the face which brought him to the floor again. In a few moments the blows that fell thick and fast upon him compelled him to yield.

"Will you stand up when requested and obey like the rest?"

"No I won't come here at all. I'll go over to West Side School."

A few more heavy blows changed the current of his thoughts, and he promised to come regularly to school and be obedient to the teacher.

Roberts now asked Caleb Briggs, who had sat by in evident enjoyment of the defeat of a bully who had been the terror of the district, to bring the cup and pail. The face and hands of the defeated boy were washed, his cloths brushed and his mind and body quieted down. Roberts knew that the sense of shame would be greater than the feeling of pain, and he determined to relieve the agony he must evidently be suffering under. He called Caleb, and exacted a promise from him not to mention the affair to a single individual, in case Curtis kept his agreements. He informed the smarting boy that he should bury the disagreeable circumstance and feel in perfect kindness towards him.

From this time order and law reigned in the school house in East Side. Roberts rescued the school from the slow stagnating decay that had begun and roused up the dormant energies in the breast of a hundred boys and girls who come to the old school with a life and buoyancy inexplicable to the parents.

BOOK NOTICES.

FIRST BOOK IN ZOOLOGY. By Edw. S. Morse, Ph.D. New York: D. Appleton & Co.

This treatise is not written in a scientific mode in the sense which is usually signified by that word. The author gives many practical hints as to methods of study; and this is one of the most valuable features of the book. He tells the student what to study, where it can be found, and how to proceed in observing the habits of animals. There is a breadth of treatment apparent; the author apparently understands more than he has set down in this little volume. The whole matter is filled with interesting suggestions, and we can promise to those who peruse it a great deal of profitable information.

ST. NICHOLAS for October concludes the third volume of this charming magazine. Among the first is an article by Prof. Proctor entitled "The Morning and Evening Star." It is an admirable paper, explaining simply and clearly the various changes and conditions of the planet Venus, so far as known. The author gives many interesting facts and explanations in the short space of five pages, and illustrates them with four diagrams.

Mrs. Oliphant's series on "Windor Castle" is concluded in the present number with a paper on "Queen Victoria." It is illustrated with several pictures, and a large and beautiful engraving of "Princess Victoria" forms the frontispiece of the number.

Mrs. Dodge furnishes the "Talk with Gloria," this month, with the title of "Worth your weight in Gold." H. H. has an illustrated article on "A Colorado Woman's Museum;" Mr. Brooks' serial story of "The Boy Emigrants" ends in a very happy and entertaining manner; and among the other good things of the number are a Revolutionary story of "How the Scotch-cap Family saved its Bacon"; a story of Italian life by Susan Coolidge; a little poem by M. M. D., called "Out of the Sky," and a funny jingle "The Cat and Dog," illustrated.

PHILADELPHIA AND ITS ENVIRONS. J. B. Lippincott & Co., Philad'a. 50 cts.

Aside from the ordinary intrinsic interest in the city of Philadelphia, the Centennial Exhibition lends an added interest to all its advantages, and surroundings. And this illustrated volume supplies the stranger's want in a guide to such a visit of the city as will leave the best and truest impression upon the mind. It is well worth a careful examination.

THE INTERNATIONAL EXHIBITION AT PHILADELPHIA.

John R. Nagle & Co. have published, for the Centennial Catalogue Co., the official Catalogues of the Main Building and its annexes, in four pamphlet vols., at 50 cts. for Main Building, and 25 cts. each for the others. These are the only Catalogues sold on the grounds. They are compiled from the

manuscript furnished by the Centennial Commission. Hence they are not only a valuable guide to an intelligent visit to the Centennial Exhibition, but must constitute a refreshing reference in after years, by which we can revive the edification obtained by the first visit. Then some may visit the next International Exhibition in Germany. These Catalogues will become a valuable key.

PRIMARY SPELLER. By E. A. Sheldon, A. M. New York: Scribner, Armstrong & Co.

This is a very pretty book, and contains all the words in the First, Second and Third Readers by the same author. Each lesson has an exercise in script characters. The illustrations are from the *St. Nicholas* and are very attractive.

"**THE TRIBUNE EXTRA.**"—Every visitor to the Centennial Exhibition, both those who have been there and those who intend to go, will find the *New York Tribune Extra* No. 35 called "Tribune Guide to the Exhibition," an exceedingly useful publication. It is cheap, convenient and comprehensive, much better than an ordinary guide-book or catalogue, in this, that it treats of the really significant, instructive and important features of the Exhibition, and furnishes the visitor intelligent instruction how to employ his time most usefully and satisfactorily. The contributors to the "Extra" are all writers of special and recognized ability in the departments which they have discussed, and the names of Messrs. Taylor, Hassard, Smalley, Wyckoff, Cook and Mrs. Davis, are sufficient guaranty that the work is competent and masterly. The *Tribune's* reports and sketches from the World's Fair have long been recognized as the best published.

"**SCRIBNER**" for Oct. "Notes on Salmon-Fishing" is the leading illustrated article in "Scribner" for October, and the first of a series of articles on American sports. Mr. A. G. Wilkison, the author, seems to completely exhaust the subject, not failing to include a minute account of the curious way in which the rods are manufactured. Mr. Clarence Cook continues his illustrated talks about furniture. Col. Waring's illustrated papers descriptive of the Mosel River are concluded. The college article this month is on the Massachusetts Agricultural College. T. J. Vivian discusses "John Chinaman in San Francisco." There is a sketch of the Great Fair by D. G. Mitchell, also a paper by John Burroughs entitled Autumn Tides; a story by Boyesen called The Man who lost his Name; continuations of That Lass o' Lowrie's and Philip Nolan's Friends, etc.

Among the attractions for the new year will be a new serial story by Dr. Holland, to be entitled "Nicholas Minturn," a new novel by Miss Trafton, "His Inheritance," Sketches of Foreign Travel, by Gen. McClellan; a series of articles to include Trout-fishing, Grouse, Duck shooting, etc.; "Twelve Hours with the Microscope," by Mrs. Herriek, illustrated; the Co-operative Movement in Great Britain, by Chas. Barnard; more papers by Clarence Cook on house furnishing; descriptions of American Cities, etc. etc.

LIPPINCOTT'S for October. The Centennial article is devoted to the Art Galleries. "An African Fairhaven" is a well written paper, illustrated, descriptive of the island of Goree, a memorable slave station in former days. "Sicilian Folk Lore," by Prof. Crane of Cornell is full of amusing and fanciful stories and traditions, while Mr. Edward King's account of a "Day with the Voivoda" is graphically written and will interest all who sympathize with the efforts of the Bosnians and other Christian subjects of the Porte to escape from an oppressive rule. Lady Barker continues her entertaining Letters from South Africa, and Mr. R. Wilson concludes his series of papers on the Eastern Shore of Maryland with a description of the historical remains and memories still extant there. "From '60 to '65" gives some glimpses of domestic life in the Southwest. "A Fiery Furnace" is a strange and thrilling story.

Miss Olney's serial "Love in Idleness," though rather falling off in interest, advances four chapters. The publishers announce a new serial by George Macdonald, "The Marquis of Lossie," to begin in the November No.

THE CENTENNIAL EXHIBITION.

To every one who can make a visit to this exhibition let us say don't fail to go. Go by households; take the children as far as practicable. No life will be long enough for another International Exhibition in this country. A few may be privileged, perhaps, to visit the International Exhibition to be held in Germany. Such a visit is not going round the world, "in which we live;" but "all round the world," comes to us and shows its best productions. We obtain enlarged notions of the human race in other countries. We find that those who inhabit distant countries—in Asia for instance—are not the ignorant and unskilled heathens we have supposed them to be: but their products show them to be possessed of genius and enterprise and skill and civilization, which upset our habits of thought. It is not the United States, or the United States and Great Britain, alone that can do smart things. For instance, we are accustomed to regard this "free country" altogether in advance of any other in the department of schools. In some respects we may perhaps successfully claim this advancement; but there are many foreign countries whose educational systems will suggest many important hints for our own. When we think of Egypt we are accustomed to associate that country with darkness; but Egypt and Japan and Hawaii and Sweden and Switzerland have their educational systems and methods and libraries and institutions and organizations. We shall learn, too, how closely our purest systems of religion resemble those of countries which worshipped the Jehovah centuries before the English was ever a spoken language. So that this exhibition should teach us enlarged views in many ways. Our geographical knowledge of religion, of science, of agriculture, horticulture, mineralogy, and all the departments of spontaneous production and of intelligent and scientific culture, of men, manners, of the various countries of the earth will be greatly enlarged.

After urging everybody to go to this Exhibition, may I suggest that when you go you will perhaps be glad to know that Rev. E. M. Long, corner 12th and Berks streets, Philadelphia, is agent for an extensive system of boarding-house arrangements, by which private families open their houses at rates from \$1 to \$2.50 per day, and \$5 to \$14 per week.

The first visit to the grounds is bewildering. It will serve to shake off bewilderment if the visitor takes the catalogues in hand and goes to the summit of the Central Tower of the Main Building and takes a careful survey of the whole grounds, and then midway down takes a careful note of the exhibits of the different countries, taking such notes as the catalogues may suggest. Then the visitor may wisely take seat in one of the steam-cars, and ride around the grounds, thereby obtaining another enlarged view of the several locations of the departments of special interest. After this ride once or twice around the grounds the visitor will find it expeditious to begin with the Main Building and make such a careful and thorough examination as time and inclination permit. Bear in mind that one cannot walk through the Main Building and even look at the products of the different nationalities without a walk of about fourteen miles, unless he rides in a hand car, as some do, at sixty cents an hour. A whole day or two should be spent in the Main Building. The N. Y. Tribune has published an Extra for ten cents, which is perhaps the best guide to the exhibition. This is a well devised plan for three days if the visitor has no more time to spare. And there is another equally well devised plan for a nine days' visit. The authors of these art-

cles are well qualified for the work they have undertaken, and are experts in the instruction they offer. Mr. Bayard Taylor has attended all the World's Fairs, and he has written a general survey of the Exhibition, which is published in this Extra. Every one should endeavor to comprehend how much is offered to all in this Grand Exhibition. There is a large representation of the best art and industry of the world upon our soil such as we shall not again see.

BUSINESS NOTICES.

THE HUMAN FOOT.

The immediate concern of the teacher is perhaps with the head, and how to guide the mind to its highest attainments. But if there is a large class of persons who, more than another, should observe the footsteps it is that of teachers. Their feet are greatly exposed to use and to observation, and hence they should have regard to comfort and to the structure of the shoe for the foot, and a neatness.

We need not remind you, fellow teachers, that there have heretofore been great defects in construction of boots and shoes, and consequently much suffering. There has also been a false taste that has allowed a Chinese warping and pinching of the foot until the power and comfort of locomotion and beauty of foot have been greatly enfeebled.

But you may now all be aware that Mr. Joel McComber, on Union square, corner Broadway and 15th st., has enthusiastically directed an earnest attention to this subject for several years. He is a practical and scientific shoemaker; he has thoroughly studied the anatomy of the foot, and understands it as well as any professed anatomist and surgeon. He has perfected the McComber Last, which is calculated to relieve the troubles of which we have spoken. And he has an intelligent appreciation of the whole subject. He has in his establishment the best workmen that can be obtained, and he makes use of the best stock that is produced anywhere in the world. For nearly two years past, we have worn McComber's shoes with great comfort and satisfaction. And may we tell you that his shoes (one pair) have lasted for constant use, with repairs, for sixteen months and have walked about 3000 miles. These shoes also retain their shape as no others have ever done, because they conform to the natural shape of the foot. Mr. McComber will fit deformed and tender feet and do all that can be done in this way to restore the foot to its natural shape and vigor. Nature is much more graceful than any distortion. McComber also pays careful attention to the preservation of children's feet in their natural shape. He has carefully written two tracts, treatises upon the subject, entitled "An Address on the Human Foot," and "McComber's Tracks," which he will send in reply to any address.

The Queen City Mezzograph Co., of Cincinnati, Ohio, offer in another column of this paper, a beautiful picture, produced by a new art, entitled, "The Cross of Roses." This new art is exciting great curiosity, and none are able to determine how the picture is made. The first edition of "The Cross of Roses" was picked up at once. The picture is pleasing to the eye, contains a lesson for every one, is a study and a sermon with a good text. The company are reliable, honest and prompt business men, and their statements may be relied upon. Send your fifty cents at once as per instructions, and you will get in return a beautiful picture made, you can't tell how, that will excite your wonder that it can be furnished so low.

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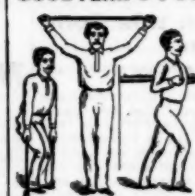
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While awaiting the result of our order we were served with "tiddid" pastry and with some sack-ee, also a bowl containing live coals, together with pipes, after which, giving us time for a smoke, the courses began with fish, not cooked enough for our taste, then eggs, chicken; sweet potatoes, rice and tea. No bread was served as nor butter, but as the tea was remarkably fine, and the eggs, though small, were duly seasoned with rock salt, we made a good meal, rendered awkward by lack of experience in using the chopsticks, which were pencil shaped and used by holding or pressing the food between the ends, the guests meanwhile peeping through the partitions and giggling at our frantic efforts to eat gracefully.

While eating supper the governor of the place sent a constable to obtain out names and residence, that we might be under police protection, we being the first white men that ever spent a night in the place. Supper being over, we took a short walk through the town, and as there were many pilgrims in the place who had never seen a Caucasian before, we were the "observed of all observers," especially our friend, an Englishman, who is six feet two inches in his stocking feet, making him a giant among them.

Going back to the hotel, our friend asked us if we wished a bath and shampoo; answering in the affirmative he gave the order, and hearing a long low, and somewhat sad whistle, which we had heard both by day and by night in Yokohama—and which, though it had excited our curiosity, we had failed to inquire the reason of—he went into the street and brought in a blind man, who he said was to do the shampooing. The bath being ready, we went down stairs and were shown into a room, whose wet floor proved it to be in constant use.

After finishing our bath we donned our gowns and returned to our room, where the "blind man" took us in charge. Commencing with our feet, he knuckled us all over, prying in between every joint and muscle of our back and limbs, excepting the region of the chest, and which, after he was through, made us feel as limber as an acrobat. These shampooers it is said, are made blind in their childhood, that they may ply their vocation without injuring the susceptibilities of anyone. The sun rose unclouded on the following morning, and after a breakfast served on the floor, similar in quality to the supper of the evening before, we paid our bill, which amounted to \$1.75—this for both of us, including our wine.—*San Francisco Chronicle.*

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